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SISE, BETSY. A Study of the Effect of an Eight Week Camping Experience on the Self-Concept of Girls Aged 12-14 at Selected Private Girls' Camps. (1967) Directed by: Dr. Celeste Ulrich. pp. 104.

Abstract

This study endeavored to ascertain whether there was any significant change in campers' self-concepts after an eight week session at camp and whether there was any difference in degree of change between different camps. Four camps were chosen for their availability and their willingness to participate in the investigation. The camps chosen were one large predominantly Jewish camp, one large predominantly Christian camp, and two small predominantly Christian camps. Eight week campers between the ages of 12-14, a total of seventy-eight subjects, were selected to participate in the study.

Q sort methodology adapted for use for children by Hugh V. Perkins was used as the tool to measure campers' self-concept. The test was administered once at the opening of camp and once again just prior to the closing of camp. Answers were recorded on two separate answer sheets for each test, and then transferred by the investigator at a later date to a large score sheet which would accommodate the four answer sheets for each individual.

The use of a nomograph, constructed for this study, yielded correlation scores for each test. Fisher's "t" for small correlated groups was used to determine significance of difference of change in the subjects from Test I to Test II. Fisher's "t" for small uncorrelated groups was used to

compare degrees of change between groups. Findings were as follows:

1. There was no difference in campers' self-concept either before or after camp between any of the camps.

2. Although there was a significant change in campers' self-concepts in each of the camps after eight weeks of camp, the change was no greater in one camp than in any other.

3. The campers changed their concept of ideal self and their concept of real self as well as their total self-concept to a significant degree. There was about equal change in real and ideal self to effect the change in self-concept.

4. The change that occurred in campers' self-concepts narrowed to a significant degree the discrepancy between self and ideal rather than widening it. No camp's subjects narrowed the self-ideal discrepancy more than at any other camp.

In this particular study, testing showed a significant change in childrens' self-concept after an eight week stay at a residential summer camp. Though the investigator can not say with any degree of certainty that this was entirely due to the camp situation, or whether this change can be considered beneficial to the child or not, the fact that change which significantly narrows the self-ideal discrepancy occurred is a step on the way to uncovering evidence regarding the results of a camping experience on children.

A STUDY OF THE EFFECT OF AN EIGHT WEEK CAMPING
EXPERIENCE ON THE SELF-CONCEPT OF GIRLS
AGED 12-14 AT SELECTED PRIVATE
GIRLS' CAMPS

by
Betsy Sise

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APPROVAL SHEET

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CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

In activities involving sports and movement often consequences are studied that are manifested physiologically. Consequently there is a tendency to overlook the importance of the psychological changes which may occur as a result of activity. Although the child's personality and feelings about himself have concerned physical educators and camp directors for many years, little research has been done, particularly in the field of camping, with regard to possible significant psychological change in a child after a camping session involving sports and recreational activities.

When parents send their child to a summer camp, they can observe that the child has come home a better tennis player or a better swimmer, for such skill is apparent when the child performs these activities. Parents sometimes sense that the child is different in other ways than ability in sports; perhaps he shows more confidence or keeps his room more tidy. Camp counselors indicate as objectively as possible any personality changes that may have occurred over the summer. Little is known about the child's own feeling of self. Does he see himself any closer to the ideals he has set? Does he feel more comfortable about himself and

his abilities? Has he changed his ideals? What does he believe he is like?

The self-concept is an elusive idea and can not be stated in terms of "good", "bad", "positive", or "negative" without danger of misconception and inaccuracy. But one can say in general terms that if a person feels that his image of himself is far from the ideal self-image he holds, this person may be dissatisfied with and unsure of himself. A child who feels he is a poor reader may do poorly in class not because he is intellectually incapable, or because he would not like to do well, but because he feels unable to change a fixed idea of himself.

Such concepts make one realize the complexity of the human intellect and all its myriad interrelationships. There is much to be gained in helping elucidate ideas with regard to understanding the relationships between doing and thinking, acting and becoming, changing and growing. The discipline of physical education becomes more exciting as researchers begin scanning the horizons of the concept of integrated man. It is with these ideas in mind that the investigator began this study.

Statement of Problem

The purpose of this study was to attempt to determine whether an eight week stay at a residential camp had any effect on the self-concepts of campers and whether there were any differences in the degree of campers' change among

certain types of camps. Four privately owned girls' camps, readily accessible to the investigator, were chosen to participate in the study. Campers who were to remain at camp the full eight week session and who were between the ages of 12.6 and 14.6 were chosen at random from each camp. There were seventy-eight subjects, fourteen from camp A, twenty-one from camp B, twenty from camp C, and twenty-three from camp D.

The Q-sort developed from Jersild (8) by Perkins (39) was used as the instrument to measure self-concept. The subjects were tested once at the beginning of the eight week camp session and again near the end. No attempt was made to determine the particular facets of each camp's activities that might affect changes in self-concept.

CHAPTER II

REVIEW OF LITERATURE

Put in my life some bright brave colors
And a gentleness that I might touch, too, the fragile things
Give me a heart that feels for others
And tears of compassion that I am free to shed.
Let me walk humbly with all the peoples on earth
And be content, sometimes, with small quiet things.
Let voices whisper as well as shout
Let our songs be both happy and sad
For out of the impact of all our experiences
Comes the person who is both sane and mad
All that I am is due to you
To your love or your hate or your fear
All that I am is all that I am
Hopefully, prayerfully living year after year after year. (20:307)

The above poem, by a fourteen year old girl, is an example of one child's expression of a deep desire for discovery of self, for peace and orderliness within herself as well as in the external world. Teachers, parents, and all adults in roles of leadership have the awesome responsibility of helping this dream, and millions of others like it, come true for children.

Self-concept has long been of interest to psychologists, and within the past fifteen years many studies concerning self-concept have appeared in the psychological and educational journals. Along with observing and testing overt behavior, researchers have attempted to probe into an individual's perception of himself as a possible determinant of behavior.

Although psychologists and educators have been cognizant of the place of family, peers, and adult leaders in a child's life, studies of self-concept shed a new light on the importance of such relationships to the internal organization of the child. Experiments revealed that the way a child sees himself determines his behavior, his aspirations, and what he will make of his life. The total environment which surrounds the person acts continually on him in either a negative or a positive way, as the human tries to organize and unify these experiences into a consistent frame of self-reference.

Studies by Reader (59), Shaw (45), and Roth (41), have indicated that a child who has a negative concept of himself will underate himself and often achieve far below his potential. Reader's (59) study on middle grade children demonstrated a positive significant correlation between self-concept and achievement, and between self-concept and behavior. Shaw's (45) study on bright underachievers disclosed that the underachievers had lower opinions of themselves and their abilities. In a study involving college freshmen in reading improvement classes, Roth (41) lent support to the theory that a person's self-concept affected his ability to improve. Roth put psychological pressure on his subjects to improve their reading ability which to some subjects was a threat, and to others was a challenge. The students with a more positive self-concept tended to improve,

while those with a negative self-concept remained at the same reading level or dropped even lower.

Knowing, understanding, and accepting oneself is a continuing process in which man strives for unity and consistency within himself, and thus happiness and ability to share with others. Combs and Snygg (3) and Lecky (10) are among some of the psychologists who declare that man's most pressing need is the need to feel adequate to deal with a changing environment. Man must find himself, maintain himself, and continually strive for an internal balance of physical and mental functions. "Coming to know oneself and coming to like oneself are perhaps the most important tasks in growing up." (22:299)

Self-Concept

The actual meaning of self-concept is nebulous. Terms such as self-acceptance, self-perception, phenomenal self, and self-concept are often used interchangeably by psychologists when attempting to give broad interpretations. Warren (18) has defined the self as "an individual regarded as conscious of his own continuing identity and of his relation to the environment." (18:244) Lecky's (10) theory of self-consistency claims that a person's experiences are all perceived according to the values which he has previously set up. This preorganized value structure determines the way in which he will perceive things. Lecky defines self-consistency or self-concept as "... a unified scheme of

experience, an organization of values that are consistent with one another." (10:160) A person will naturally tend to reject anything that threatens his self-concept and accept anything that enhances its consistency. Yet in order to grow, a person must learn to cope with conflict and threatening situations. He must feel relatively secure within himself before he can accept new ideas as a challenge rather than a threat.

Jersild defines the self as "... a composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of who and what he is The self is both constant and changeable."

(8:9,10) Combs and Snygg refer to the self as the phenomenal self and defined it as "... not only the physical self but everything he [the individual] experiences as 'me' at that instant." (3:44) Most psychologists are concerned with the vital importance of the child's experiences with people as a determinant of the child's own concept of himself. A child must experience the feelings of being loved, accepted, and respected if he is to have similar feelings about himself. He must live those thoughts, feelings and actions which should become a part of him.

Development of Self-concept

Psychologists and educators agree that the family life is the foundation of a child's development. From his mother's first caress, the tiny baby feels protected and secure in

his surroundings. Given a good environment a child will naturally strive toward self-realization. Only the child himself can develop his hidden potentials, but as the tree needs sun, rain, and space to grow tall and straight, so must the child have an atmosphere that will allow success and an opportunity to explore on his own. If he is confined by narrow boundaries both physically and mentally, his total being can become warped and dwarfed, for his concept of self will also be imprisoned. (7) Childrens' perceptions of themselves are determined by environmental and personal contacts which can strengthen or weaken the roles they choose to play and the new perceptions they begin to hold of themselves. As Shane has said, "People are probably the most influential single element in the child's developing self-concept. They can either help and strengthen him or do irreparable damage." (44:297)

Perhaps the strongest components in the structure of self-concept are those involving success. The times when a child has met a problem and been able to solve it - the times when he has felt "good" at something - the times when he has felt the approval of others - these are all incidents that fortify and strengthen his feeling of adequacy. These are the materials of his life which will later enable him to accept failure and will encourage him to rebound for another try for achievement. Success in his experiences is a backlog upon which a child can fall. It is not enough to tell children of such experiences, they must actually feel success

if they are to learn to see themselves as adequate and capable people. (13)

To the young and growing personality a relative amount of success is essential to a healthy self-concept, but this is not to eliminate the role of failure in character development, for no one can avoid some failures in life. Too many parents go to an extreme in sheltering their children from the "cruel facts of reality". Children can accept honesty far more easily than a lie which inevitably will be revealed. Too many parents fight their children's battles for them, solve their problems, and fairly smother them in the cotton padding of family love and protection. This can be as detrimental to a child as a lack of affection. Children should be allowed responsibility and the thrill of attempting things on their own. Children should be given choices and chances for trial and error discovery - not so many that the task becomes impossible, but choices that the child feels capable of handling - choices that allow him to try his fledgling wings of decision making. (50)

In order that a child develop a total concept of himself, he must know his physical as well as his mental prowess. Physical education programs in the school and summer camps can play a large part in providing an atmosphere in which a child can learn not only specific games and skills, but limits of strength, speed and endurance in total bodily movements. A boy who has constantly been warned, cautioned,

and overprotected in the home may begin to see himself as frail, awkward, and poorly skilled physically when these judgements could later be proven totally false. He may begin to interpret himself quite differently from those around him, and may exaggerate the negative aspects, which to others are outweighed by other more positive attributes. (8)

Studies in body concept have produced varied results. Secourd and Jourard (43) in an appraisal of body cathexis and the self, found that the valuation of the body and the self tend to be the same. A low opinion of self is usually accompanied by a low opinion of body and undue concern with pain, disease and injury. Doudlah (54) compared the self-concept, movement-concept, and body image of freshmen college women of low and average motor ability by administering three sets of questions which were arranged by a Q sorting technique. This study revealed that those who were poorly skilled physically did not have necessarily a general negative self-concept. But the correlation between body image and self-concept showed a positive relationship. Parker's (58) study on the relationship between motor ability and self-concept of college non-physical education major students supported Doudlah's, indicating that there was no relationship between motor ability and self-concept as measured by the Kuhn-McPartland Twenty Statements Test. Parker felt that this measure of self-concept was inadequate to measure the total self. This apparent separation between so

called movement-concept and self-concept is interesting and warrants further study, for theoretically, the self-concept should include a person's total evaluation of self.

The growing self must feel that is involved, that it is really a part of what is going on, that in some degree it is helping shape its own destiny, together with the destiny of all. Perhaps there is no one quality more important for the developing self than this feeling of involvement in what is taking place. ...When a person is a part of something, then he becomes responsible. (13:17)

The above quote gives direction to the role of the school in the development of self. So often the school becomes a place of conformity and preconceived adult standards to which the child must measure up or succumb to failure. This is not to suggest that a child does not need standards; he needs them to guide him, to inspire him to reach and achieve, to give him a goal toward which to aim. But these standards should be products of the values that will be held and the life that will be led. (13) The child is basically motivated to grow and to find himself, but his behavior does not always make this need apparent. The teacher or counselor must look beneath the facade of bizarre or unusual behavior and attempt to find the feelings within the child, yet still take an honest and consistent stand for establishing reasonable boundaries, and consequences for crossing them. (48)

In a study done by Jersild and Tasch (9) on the interests of children in grades one through twelve, the authors noticed a decline in the childrens' interests in school as they grew older. When questioned, some teachers

felt that this was due to an increase in the amount of impersonalization in the curriculum at the junior and senior high levels. In their conclusions, the authors felt the need for teachers and educators to step back from the subject matter and take a closer look at who they were teaching. "The larger the teacher's conception of his work and the greater his self-involvement in it, the better able he will be to keep his eye on each individual pupil's struggle to be himself." (8:102)

"If one would know what he thinks about himself and how he feels about himself, let his glance turn to others, for the kinds of thoughts and feelings he has with regard to others are likely in one way or another to reflect his attitudes toward himself." (8:46) There has been a wealth of studies done on the relationship between self and others, how the individual perceives himself as a result of others' judgement of him, and how the individual perceives others as a result of his own self-concept. Such interactions between people form a web of feelings which become interdependent. Davidson and Lang (27) used an adjective check list, for fourth, fifth, and sixth grade students in a New York City public high school, to determine how their teachers' feelings toward them related to their own self-perception. The subjects were given the checklist twice, once for their own self-concept, and once for what they thought their teachers' evaluations of them would be. The results showed that the

children with a more favorable self-concept perceived their teachers' feeling toward them more positively than those who showed little acceptance of self. This study also revealed that there was a relationship between favorable perception of teachers' feelings and academic achievement. These findings lend some support to the theory that a child's view of himself is related to the evaluation "significant people" (people who are meaningful in the child's life) make of him.

Perkins (39) also conducted a study involving fourth and sixth graders with their peers and teachers' perceptions of their self-concepts. He found that teachers' perceptions of childrens' self-concepts are positively related to these childrens' expressed self-concepts, and that peer groups perceive childrens' self-concepts as accurately as the teacher. The cause and effect relationship becomes difficult to determine, and once a cycle of acceptance or rejection by peers and teachers begins, it tends to remain constant with the child's perception of himself. Rejection of a child by an adult, and thus rejection of the child by himself, becomes a vicious cycle that is difficult to break.

Medinnus and Curtis (36) conducted a study on fifty-six mothers of children enrolled in a parent participating cooperative nursery school. Two measures of self-acceptance and one measure of child acceptance were given to the mothers. The results showed a significant positive relation between maternal self-acceptance and child acceptance.

Mothers who rejected themselves also tended to reject their children. Studies done by Berger (21), Omwake (37), Scheerer (42), and Stock (49) all showed a positive relation between acceptance of self and acceptance of others. These studies and others of a similar nature tend to show that peers, parents, teachers, and people who are important to the child greatly affect his feelings toward himself by their evaluations and judgements of him, and that a child who does not accept himself will not accept others.

General Views on Self-concept

Many psychologists seem to be in general agreement as to the environment and influences that are vital to a child's developing concept of himself. Lecky (10) speaks specifically of "self-consistency" and Rogers (14), Combs and Snygg (3), Horney (7) and Jersild (8) concur with him when discussing the general development of the self. A person naturally strives to become organized internally, to deal with problems in relation to his own preconceived set of values, and to maintain this organization in his changing environment. He will tend to protect himself from disorganization by assimilating only those experiences which are consistent with his self-concept. The goals and values a person sets up for himself will affect his learning, reasoning, and behavior, because once established, these goals and values demand behavior, reasoning, and learning that will be consistent with them. Techniques of reaching goals

become characteristic and are repeated in all similar situations. Learning should be a continuous process of development aimed toward giving the learner stability, confidence, and a unified attitude toward life and the world in which he lives. Problems must be solved one at a time, but their solutions merge into a whole.

Changes in Self-concept

The self-concept or phenomenal self, once developed, tends to be stable and difficult to change. If a child has developed a negative concept of himself, it will take considerable time, patience, and understanding together with many successful experiences to change it. Until his negative self-concept is changed, the child will see all experiences in relation to this negative self. (3) "The machinery he sets in motion for striking back or defending himself may continue to operate in his relations with people for a long time, even when he is with those who would gladly accept him." (8:18) Sometimes a child will become so fearful of people who have hurt him that he sees all people as potentially dangerous to his self-perception. Since the self grows in contact with environment, people, and ideas, the person becomes weaker, less able to break out of his shell, and is forced to behave consistently with his negative self-evaluation. This is why, so often, criminals or youths in reformatories emerge not cured and ready to step forth on the right foot, but all the more convinced that they really

are social outcasts and permanent criminals.

One example of the vital role which success plays in a person's self-concept was reported in the results of a study by Diller (28) on college men. After giving an initial test of self-concept, he exposed his subjects to situations of success and failure, and then compared the results of a re-test of self-concept. Even among college students after one such isolated and relatively minor experience, the self-concept was lowered after failure and raised after success.

To alter an established negative self-concept, a child must have a drastic change in environment, or must be strongly influenced by a teacher or adult whom he trusts. (7) Since he will attempt only the things he knows he can do, he needs an adult who will encourage him to try new things at which he can also succeed. As summed up by Combs and Snygg changes occurring in self-concept are dependent on these main factors:

1. The place of the new concept in the individual's self-organization.
2. The relation of the new concept to the person's basic need.
3. The clarity of the experience of the new perception. (3:163)

Camping and Self-concept

From a world of flickering television, of bleating radios, of gangster comics and sexy movies, young persons come to a world of balanced harmony of light and shade, of mass and color, of hills and valleys. Camping is not to be regarded as an escape, but rather as a time for gathering resources, restoring the vision, and enriching the soul so that one

can take back into the world of discords an inner serenity and security. (1:48)

Aside from family and school, a third and often overlooked environment of significance in dynamic self-development is the summer camp. A good camp can be a combination of home and school in its importance, yet it speaks in a different language - the language of the out of doors and of living closely together with others in a relatively pressure free and natural environment. Camp leaders, such as Leiberman (11), Mason (12), Dimock (4) and Doty (5) have all stated unique contributions of camping to the development of the child. At camp, for an extended length of time, the child has an opportunity, as perhaps never before, to learn to stand on his own two feet and make some of his own decisions without parental interference. The counselor, as a friendly and guiding adult, helps the child to explore new things; yet for once, the youngster is not being graded on his achievement.

The child is in constant contact with his peers, and, since he cannot escape through his family, he must learn to accept and live with others. The life is natural, simple, and regular, involving few social pressures, and the camper can feel a part of a group through co-operation in various tasks. The campers, though guided and forced to adhere to some basic rules, are relatively free from adult domination and can begin to explore further their own needs and potential.

Perhaps the most unique value of a good camping situation is that the camper actually lives what he learns. He is in close contact with adults who are continually setting an example for him to follow, not by preaching it, but by living it themselves. Children can be told repeatedly the necessity of co-operation with others, the feeling of working together on a task, the thrill of really being needed in a group, but nothing can take the place of words transformed into experience. Words cannot describe the meaning of paddling a canoe in rough weather with a buddy, pitching a tent, or cutting a new trail. The camper becomes personally involved with learning, and learning becomes a part of him.

Many people assume that positive character development automatically happens at camp without specific planning concerning any one aspect of a child's growth. Parents and counselors believe they can see important changes in children at the close of a summer in camp. What do the campers feel about this? Relatively few studies have been conducted on the outcomes of camping, and most of those involve adult appraisal of children's development. Stein (62) conducted a study on handicapped adults who attended a camp for a two week period. He investigated changes in self-acceptance, using a Q sort technique, interest patterns, the Kuder Preference Record, and sociability by observation. The results indicated that some of the campers had increased in self-acceptance and sociability and others had not. Follow-up

research showed that upon return to their original environments, these adults had reverted to their original social and psychological limitations. Sherwin (61) also attempted to appraise some results of camping by administering the Bell Adjustment Inventory and the Bernreuter Personality Inventory to two groups of private school girls, one group with camping experience, and one without. The group with camping experience proved to be better adjusted in confidence, but there was no difference between the groups in sociability or social and emotional adjustment.

Dimock (4) in 1929, and Doty (5) more recently in the 1950's both conducted experiments within their camps over longer periods of time, with the aim of procuring results regarding changes in their campers' character. Both men found that desirable changes in behavior were not necessarily an inevitable outcome, but that the camp program must be specifically geared to affect character change. These experiments used various rating scales and forms which were filled out by the counselor. No attempt was made to obtain the camper's reaction with acceptable methods of self-concept testing. Both studies indicated a high correlation between quality of leadership and behavior change.

Doty's (5) work showed that a camper could develop as much in a two week stay as in an eight week stay, but that the second year in camp was far more important than the first in affecting character change. He stressed the

importance of planning for character change in order to bring it about, and named the staff and the camp program as the most important factors in affecting positive results.

Mosely (56) used questionnaires in her study of the philosophies of camp directors and the opinions of campers as to the spiritual values derived from camping. The questionnaires were sent to fifty-one campers representative of seven girls' camps, two boys camps, and two co-educational camps. Results indicated that the majority of campers felt that they had made friends more easily in camp, and that they had learned to listen to and co-operate with others. Fifty-three per cent of the campers had thought about the purpose of their lives while at camp. Stated philosophies of camp directors disclosed such values of camping as: communion with nature, co-operation, enthusiasm for new activities, a sense of belonging, attitudes toward and love for others. Although the campers' opinions were sought, no attempt was made to measure their self-concept as a result of camp.

Self-Concept Testing

Psychological measures of self-concept have been in the developmental stages for the last eight or ten years and researchers have attempted to measure it with varying methods. It appears that the difficulty in obtaining a reliable and valid measure of a person's own estimation of himself lies in obtaining statements that may be used for anyone, and

upon which the investigator places little or no value judgment. The individual being tested should be free to interpret statements or ideas in any way he wishes, yet test results must be statistically workable.

Investigation of the literature on self-concept testing has shown several different methods of measuring self-concept. Some researchers such as Harvey, Kelley, and Shapiro (29) and Davidson and Lang (27) used adjective check lists in which a subject checked off adjectives he thought described how others perceived him. Other researchers such as Jourard and Remy (31), and Sherwin (61) used specific psychological personality tests such as the Maslow Psychological Security and Insecurity Test, the Bernreuter Personality Inventory, and the Bell Adjustment Inventory. Parker (58) used the Kuhn-McPartland "Who Am I?" twenty statements test in her study on the relationship between self-concept and motor ability of college physical education major and non-major students.

Various methods of testing were used to disclose particular facets of personality and self-concept. The technique that appeared to be the simplest and most effective in determining general self-concept was Q-sort methodology as developed by Stephenson (15). This method involved sets of self-referent statements that were placed on cards and then were sorted two separate times by the subject into a forced normal distribution. The subject could sort these cards

first as he saw himself at that time and then as he would like to be, or first as he believed his peers (or teachers or parents) saw him and second as he would wish his peers (or teachers or parents) to see him. Thus an investigator could obtain general information on a subject's feeling about himself with regard to several different situations.

The test was scored by finding the correlation between the two card sorts. For example a high correlation between the subject's real-self sort of the cards and his ideal-self sort would reveal that he was generally satisfied with himself and felt he came near his ideal in many categories of the test. A low correlation would indicate that the subject was dissatisfied with himself and felt removed from his ideal self.

Q-sort methodology can be easily adapted to a variety of age groups and situations; it is easy to administer, score, and evaluate statistically, and it allows the subject freedom to interpret the statements as he wishes. Stein (62), Roth (41), Doudlah (54), Perkins (39), and Nelson (57) used this method of testing self-concept, with apparent success, in ways similar to the design of this study. The investigator chose to use this method to test self-concept, but with the following reservation in mind. Care must be taken not to overemphasize the accuracy of Q-sort methodology in self-concept testing. Such a test suggests trends rather than determines just how positive or negative a person's self-

estimate is.

Summary

Research in the fields of psychology and education over the past eight to ten years has shown the importance of a person's self-concept in determining his behavior, actions, and aspirations. Self-concept may be defined in general terms as an individual's feeling about himself and his abilities. A person who respects himself, who feels confident that he can succeed, yet views his limitations realistically usually achieves up to the level of his intelligence and potential. Investigation has shown that children who under-achieve are not necessarily the less intelligent; they are the less secure. The individuals who feel they are inadequate are often unable to succeed.

Such information uncovers a whole new field of concepts in education and manifests a need for reassessment of the methods and materials of teaching and of learning. A child who feels that his life consists of continuous failures will not learn specific subject matter no matter how adequate the teaching or learning tools until he can evaluate himself in a more positive manner. The child who rejects himself rejects others and thus begins to form an impenetrable barricade to others.

The most important factor in the development, or change, of a child's self-concept is the people with whom he comes in contact. A child must live and feel and be a part of things which should be incorporated into his total self.

He needs success, love, and acceptance before he can learn to deal with failure, before he can accept new ideas as a challenge rather than a threat.

Home and school are the basis of a child's world and the learning that occurs in both institutions is of a different nature. Perhaps summer camping is another important environment in which the child can develop self-acceptance. A good camp experience gives the individual a chance to learn to make his own decisions away from the shelter of parents, yet still under the supervision of concerned adults. At camp the child can live what he is learning; he can be in a group, make friends, and know the meaning of work, sharing, and co-operation. He can experience achievement and begin to take an honest look at his failures. Facets of camp life may affect learnings that are difficult to accomplish in the school or the home.

Camp directors, educators, and parents have been interested in childrens' development in camp, yet most observation has been through the eyes of adults. Such appraisal may or may not be accurate, but it seems that the child is the one who should be asked, for he is the one who knows himself best.

CHAPTER III

PROCEDURE

The purpose of this study was to attempt to ascertain whether any change occurred in a camper's self-concept after eight weeks at a residential summer camp, and whether the degree of change, if any, varied from camp to camp.

Q-sort methodology as developed and used by Perkins (39) from Jersild (8) served as the measure of self-concept. The following four privately owned types of camps participated in the study: one large predominately Jewish camp in New York, one large predominately Christian camp in North Carolina, and two small predominately Christian camps in Maine. Girls from 12.6 to 14.6 years of age who were eight week campers were chosen at random from each camp. Campers were given the Perkins Q-sort test of self-concept once at the beginning and once again at the end of camp, and results were compared.

Selection of Test

For this study a reliable, easy to administer test of self-concept that could be understood by young children was sought. After a review of the literature, it was decided that the Q-sort technique as described by Stephenson (15) was the most appropriate. The advantages of such a technique

in self-concept testing are as follows:

1. The subject may interpret the test items in any way he or she wishes. No value judgement is placed on a child's choices.
2. The Q-sort methodology gives a clear measure of correlation between self and ideal. Because the subject is forced to place selections in a normal curve, correlation and other statistical procedures are made less complicated.
3. Correlations between two tests can be easily compared. (54)

When measuring self-concept Q-sort methodology requires the subject to sort sets of statements as to whether the statement pertains to him or not. Statements are sorted twice, once as the subject thinks he is at present, and once as he thinks he would like to be ideally. The discrepancy between the subject's assessment of his real self and his ideal self yields a general measure of his self-concept. Although one can make no definite value judgement as to a positive or negative concept of self, many researchers (21) (25) (29) (32) (35) (37) (45) (49) state in general terms that the more discrepancy between self and ideal there is, the less satisfied a person will be with himself.

Since the subjects in this study ranged in age from 11.6 years to 12.6 years of age it was imperative to use a Q-sort set of statements that these aged children could understand. An investigation of the literature disclosed a

study by Perkins (39) in which Q-sort methodology was used to determine variations in the self-concepts of fourth, fifth, and sixth graders.

Permission was obtained from Dr. Perkins to use the statements developed in his research. The fifty statements are a stratified random sample of self-referent statements selected from responses of children in a study reported by Jersild (8). By using the test-re-test method, Perkins determined that the reliability of the Q-sort for use with children was .65 which was considered acceptable for use in his study. Perkins reported that he tested for validity by using other external measures of self-concept. From his results Perkins determined that the Q-sort was also a valid instrument for studying childrens' self-concepts.

Organization of the Testing Materials

Each of the fifty statements was run off on biology filler paper. The paper was then cut to form approximately two by three inch cards, each of which contained one numbered statement. These cards were then sorted into packs. Each pack contained fifty statement cards numbered consecutively from one to fifty. The statements were to be sorted into seven different columns, each column with a specific number of cards under it. The number of cards in each column approximated the design of a normal curve and were distributed in the following manner:

Column Numbers							Number of statements in each column
1	2	3	4	5	6	7	
2	2	
	5	.	.	.	5		
		10	.	10			
			16				

Numbers 1-7 were run off on biology filler paper, then cut out and sorted into packs. Each pack of column cards contained large numbers 1-7 and each card carried a number in parentheses which indicated the number of cards that were to fall in that column.

Column Card

<div style="font-size: 2em; margin: 0;">7</div> <div style="font-size: 1.2em; margin: 0;">(2)</div>

Statement Card

<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">3.</div> <div style="border-bottom: 1px solid black; width: 100px;"></div> </div> <div style="border-bottom: 1px solid black; width: 100px; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; width: 100px; margin-top: 5px;"></div>
--

Rather than having one person administer the test to each child, answer sheets were used for each subject enabling her to record her own numbers. The answer sheet form employed by Perkins (39) was used. Each child recorded the numbers of the statements in the corresponding column on the answer sheet. One answer sheet was run off labeled "ME-NOT ME" with the "ME" appearing on the left hand side and the "NOT ME" appearing on the right hand side. The second answer sheet was labeled "WOULD LIKE - WOULD NOT LIKE" with the former on the left hand side and the latter on the right hand side. To avoid confusion in recording, the "ME-NOT ME" answer sheet was run off on yellow paper and the "WOULD LIKE-WOULD NOT LIKE" answer sheet on white paper.

Each camper was asked to fill out a brief

questionnaire just prior to the first test. This was given for the purpose of gaining general information on the backgrounds of the campers with the idea that other self-concept comparisons could be made with regard to such things as age, home life, number of years in camp, and enjoyment of camp. However, most of the campers were similar along these lines which made such comparisons unnecessary. A table of the tally of the questions on the questionnaire, and a copy of the questionnaire may be found in Appendix D.

A camp data sheet was drawn up in order to make the description of the camps as objective as possible. A copy of this may be found in Appendix B.

Selection of Camps

The investigator wished to include several different types of camps in the study in order to determine whether or not more change in a camper's self concern took place in one type of camp than in another. An investigation of the literature on self-concept indicated that at least eight weeks time would be needed in order for any significant change in a child's self-concept to occur. Therefore one criterion for choice of camps was that each camp have an eight week residential program. This controlled the variable of the subject's environment during that eight weeks.

As the test had to be administered both before and after camp by either the writer or another qualified person who would be willing to spend such time, the possible

experimental camps were further limited. Camp A was chosen for its proximity and accessibility to Camp B where the investigator was working for the summer. Camp B was chosen because the investigator had access to the camp as a member of the counseling staff. Both camps were privately owned and served a small population of predominantly Christian clientel. Camp C was chosen to represent a camp with a larger enrollment of campers, and because the investigator knew a counselor in Camp C who was willing and qualified to give the test. Camp D, serving a larger population of predominantly Jewish children was chosen for the same reasons as Camp C. Another large, predominantly Jewish camp, in close proximity to Camp B was chosen, but failed to reply.

Letters were sent to each of the camp directors early in March of 1966. These letters included a brief explanation of the purpose of the study and asked permission to use the camp in the experimentation. A copy of the letter may be found in Appendix E. Camps A, B, C, and D indicated that they would be willing to participate in the study.

Description of Camps

The brief data sheet regarding the camp was completed by each camp director, program director, or other person familiar with the camp. From these data sheets the following characteristics of each camp were ascertained.

Camp A, located in Maine, enrolled eighty campers at a seven hundred dollar tuition for eight weeks. The campers

lived in cabins with electricity and were taught by college age counselors. There was some emphasis on sport skill attainment, and there were ample opportunities for intra-camp and inter-camp competition. This camp competed with other camps in riding, tennis, archery, and softball. Tournaments were held within the camp in tennis, archery, softball, volleyball, riding, and water sports.

Camp B, also located in Maine, had an enrollment of eighty campers at a five hundred fifty dollar tuition for eight weeks. Campers lived rustically in tents which had no running water or electricity. Counselors employed at Camp B were also college age. There was some emphasis on sports skill attainment. The camp competed with other camps in riding and tennis, and had tournaments or final recognition in swimming, sailing, water skiing, riding, tennis, and crafts.

Camp C, located in North Carolina, enrolled one hundred eighty-five girls at a six hundred dollar tuition. Campers lived in cabins which have both electricity and running water. Average age of the counselors was twenty-five and most were college graduates or undergraduates. There was a medium emphasis on sports skill attainment and no inter camp competition. Final Camp tournaments were held in tennis, golf, and riding.

Camp D, located in upper New York state, had an enrollment of one hundred eighty-six girls who each pay a nine

hundred twenty-five dollar tuition for eight weeks. The campers lived in bunks within lodges and had electricity and running water. The average age of the counselors was twenty to twenty-five. Although the emphasis on sports skill attainment was strong, there was no inter-camp competition. However final tournaments and contests were held in tennis, swimming, boating, canoeing, sailing, and waterskiing.

All four camps were privately owned and administered. All camps had a trip program in both hiking and canoeing which took the campers out of camp for more than just an overnight. The camps seemed to vary only slightly in program, age of counselors, and living situation.

Selection of Subjects

The investigator felt that in order to keep the administration of the test as simple as possible for the administrators, the age of the camper should not be less than twelve. This was approximately the same age as the older children tested in Perkins' (39) study. Because there is a paucity of girls over fourteen years of age who attend camp, 14.6 was arbitrarily chosen as the upper limit of age for the subjects. Campers from ages 12.6 to 14.6 were the subjects to be tested. To further limit the number of subjects, it was decided that twenty-five eight week campers would be chosen from each camp by the director. No effort was made to include an equal number from each age group. The director arbitrarily chose any twenty-five campers who

met the criteria of age and length of stay at camp. Due to low enrollment, and campers who did not stay for eight weeks, the desired number of subjects was not obtained. At Camps A and B all campers who met the criteria stated above, were included in the study. There were seventy-eight subjects, fourteen from Camp A, twenty-one from Camp B, twenty from Camp C, and twenty-three from Camp D.

Administration of Tests

A packet of materials was organized for each camp. Each packet contained twenty-five packs of statement cards, twenty-five packs of column cards, twenty-five camper questionnaires, fifty yellow answer sheets, fifty white answer sheets, one camp data sheet, and a sheet of directions to the test administrator concerning selection of campers, dates for testing, and method of administering the test. A copy of the test, answer sheets, score sheet, and direction sheet may be found in Appendix A. Also included in each packet was a statement orienting the campers to the study, which could be read or explained and a word description on how to take the test. A copy of this statement and the description may be found in Appendix B. The orientation statement and the test description were adapted from the material sent to the investigator by Perkins. Records of all correspondence may be found in Appendix E. The writer used one set of cards and directions for the test administrations at Camps A and B.

The two people who administered the test at Camps C and D were both competent and well qualified. Both had their Master's Degrees, had done considerable work in the field of camping, and also had experience in testing. The investigator met with each of these two individuals and discussed all materials in the packet.

The first test was to be administered as close to the beginning of camp as possible. Camp trips and programs made this difficult, and Camp A subjects did not take the test until July 12, 1966. Camp B subjects took the test July 3, 1966, Camp C July 3, 1966, and Camp D July 5, 1966.

Each administrator obtained from her camp director a list of the campers to be used as subjects. The campers took the test in places where they could all gather and have room to spread out the cards in front of them. Upon entering the testing area, each camper went and sat where there was a pack of statement cards, a questionnaire, and two answer sheets which the administrator had set up beforehand. The test administrator briefly explained the purpose of the testing. Then each subject was given a number and was asked to place her number in the spaces provided on her answer sheets and questionnaire. The list of campers names and corresponding numbers was kept by the administrator for the second testing session. Campers were told to put numbers rather than names on their answer sheets and questionnaires to facilitate their ability to be absolutely truthful about

themselves.

After filling in the questionnaire, each camper was asked to arrange her column cards in order and proceed to sort the statement cards in three piles. In the left hand pile the subject was to place all those statements which she felt were MOST LIKE her, in the right hand pile those statements LEAST LIKE her, and in the middle pile statements about which she was undecided. Then, working from column one to column three, all the cards deemed MOST LIKE were arranged appropriately in each column. After the first three columns had been filled, the subject took the right hand pile of cards and, beginning with column seven, filled each column through column five with the appropriate number of cards. All remaining cards were placed in column four which meant that then all fifty statements had been placed in a normal curve.

The subject then recorded the numbers of each of the statements in the proper columns on the yellow answer sheet. This completed the first or "real" self sort. The second or "ideal" sort followed the same procedure and answers were recorded on the white answer sheet, thus completing the test.

The second test administration was given in the same manner, only the questionnaire, which had been completed on the first administration, was omitted. The second administration of the test was on the following dates: Camp A August 22, 1966, Camp B August 23, 1966, Camp C August 20,

1966, and Camp D August 22, 1966. The average length of time spent on the test was forty-five minutes for the first administration and thirty minutes on the second administration.

The administrators discovered that some confusion arose among the subjects with regard to negatively stated sentences such as "I do not like animals". Considerable extra clarification had to be given by the administrators, particularly during the first administration.

Scoring The Test

Because the Q-sort methodology demands a forced normal distribution, a nomograph can be used to determine the correlation coefficients between the self-sort and the ideal-sort.

In any given Q technique research, the denominator of the fraction is a constant, K, for all the correlations to be performed, since both N, the number of statements and σ^2 the variance of the forced frequency distribution of the scale values, are constant.

$$r = 1 - \frac{D^2}{K}$$

For any given correlation the sum of D^2 is readily found and substituted for the arithmetic computation of r. (26:138,139)

After completing the following procedures, a nomograph was constructed for use in this study. A copy of the nomograph appears in Appendix G.

<u>X</u>	<u>r</u>	<u>d</u>	<u>fd</u>	<u>fd²</u>
1	2	3	6	18
2	5	2	10	20
3	10	1	10	10

4	16	0	0	0
5	10	-1	-10	10
6	5	-2	-10	20
7	2	-3	-6	<u>18</u>
				96

$$\sigma^2 = \frac{fd^2}{N-1} = \frac{96}{49} = 1.9591$$

$$K = 2N\sigma^2 = 2(50) \cdot (1.9591)$$

$$K = 195.91$$

The constant, K, was determined to be 195.91. Starting at the lower left corner and preceeding upwards, a scale from 0 to K was marked off in units of twenty-five on a piece of graph paper. Starting at the lower right corner and proceeding upwards a similar scale was drawn on the right. The value on this scale ranged from K to 2K. The correlation coefficient scales were marked off in tenths on the bottom and top of the nomograph. The negative correlation coefficient scale, running from left to right at the top of the nomograph, ranges from -.00 to -1.0. On the bottom of the nomograph appears the positive correlation coefficient scale. This scale runs from right to left and ranges from .00 to 1.0. A diagonal line was drawn from the lower left hand corner to the upper right corner. To read the r correlation coefficient for any sum of D^2 from 0 to K, read from the sum of D^2 number on the left vertical scale of the nomograph, move in to the line drawn from corner to corner and read down to the corresponding correlation coefficient on the bottom scale. To read a sum of D^2 which is larger than K,

read the number from the right, move in to the horizontal line, and read the corresponding correlation coefficient from the top of the nomograph. (54)

Summary

In order to determine changes in the self-concepts of campers after an eight week camping session, the researcher chose to employ a test of self-concept involving Q-sort methodology that had been previously used by Perkins (39). Q-sort methodology was chosen for its administrative ease, its clear measure of correlation between self and ideal, and its freedom from the value judgement of the tester.

Four privately owned girls' camps were chosen for their accessibility to the investigator and their willingness to participate in the experiment. Girls aged 12.6 to 14.6 who were to remain at camp the full eight week session were chosen by the camp director, and then given the Perkins (39) Q-sort test of self-concept just before camp and again just after camp. Each camper was asked to complete a brief questionnaire concerning her camping and family background, and each camp director completed a data sheet which supplied some basic information regarding program, staff, and facilities. Campers' self-concept scores for before and after camp were recorded, with the use of a nomograph prepared for this study.

CHAPTER IV

ANALYSIS OF DATA

This study was undertaken for the purpose of attempting to determine whether campers' self-concepts changed after eight weeks at a residential camp and if so, whether the change differed from camp to camp. The subjects were a total of seventy-eight girls between the ages of 12.6 and 14.6 who remained at their respective camps the full eight week session. Four camps, each privately owned, participated in the study. Q sort methodology was employed to test the subjects self-concepts. Statements developed by Perkins (39) from Jersild's study (8) were used in the Q sort.

Scoring of the Test

The campers were tested once at the opening of camp and once again just prior to the closing of the eight week session. Each girl recorded her order of the numbers of the statement cards on the self-sort answer sheet after the self-sort and on the ideal sort answer sheet after the ideal sort, making four answer sheets for each subject after the two testing periods.

A score sheet was set up on large graph paper in which the vertical numbers on the left represent the numbers of the statement cards and the horizontal numbers at the top

of the page represent the numbers of the columns under which the statements were placed. The number of the subject was placed in the upper left corner and the name of the camp in the upper right corner of the score sheet. The information on each of the four answer sheets was transferred onto this large score sheet.

The statement numbers on the self-sort answer sheet for Subject 1 Test I were marked on the large score sheet as "s" in the box for the corresponding statement number and column number. The same procedure was used to record the numbers on the ideal "i" sort answer sheet, both for Test I which was recorded on the left side of the score sheet, and for Test II which was recorded on the right side of the score sheet. Copies of these answer sheets and the score sheet appear in Appendix A.

The discrepancies between the self "s" and the ideal "i" were placed in the "D" column, squared, and then summed. The sum of D^2 was then read from the nomograph and the corresponding correlation number became the score for Test I. The same procedure was followed for Test II and for each subject.

Then the discrepancies between the self-sorts on each of the two tests were placed in the D column under "self", and the discrepancies between the ideal sorts on each test were placed in the D column under "ideal". Each of these columns was summed and the mean difference was obtained. To

summarize briefly, the following information was included on each large score sheet for each subject:

1. The sum of the discrepancies squared between self and ideal for Test I and Test II.
2. A correlation number read from the nomograph to be used as the score for Test I.
3. A correlation number read from the nomograph to be used as the score for Test II.
4. The sum of the discrepancies between the placement of self between Tests I and II.
5. The mean of the discrepancies between placement of self between Tests I and II.
6. The sum of the discrepancies between placement of ideal between Test I and II.
7. The mean of the discrepancies between placement of ideal between Tests I and II.

Analysis of Data

Fisher's "t" for small uncorrelated groups was used to determine the significance of difference in a series of three null hypotheses. Relationships significant at the .05% level of confidence or above were considered sufficient in this study to reject the null hypothesis. The level of confidence was determined by using the table in Garrett. (6:182,3) It should be noted that no attempt was made at this point to analyze the direction of change, if such existed, so the amount of change was analyzed with no regard

to the direction. The null hypotheses were:

1. There is no difference among the various camps as to campers' self-concept before camp.

a. Camp A:Camp B

b. Camp A:Camp C

c. Camp A:Camp D

d. Camp B:Camp C

e. Camp B:Camp D

f. Camp C:Camp D

The hypothesis was found tenable in all cases except between camps B and D in which case it was rejected at the .05% level of confidence. Data for these comparisons appear in Table I.

2. There is no difference among the various camps as to campers' self-concepts after camp.

a. Camp A:Camp B

b. Camp A:Camp C

c. Camp A:Camp D

d. Camp B:Camp C

e. Camp B:Camp D

f. Camp D:Camp D

The hypothesis was found tenable in each case of comparison. Data for this material appear in Table II.

3. There is no difference in the amount of change in self-concept among the various camps.

a. Camp A:Camp B

TABLE I
SIGNIFICANCE OF DIFFERENCE AMONG MEANS AS TO
CAMPERS' SELF-CONCEPT BEFORE CAMP

Camps	M ₁	M ₂	"t"
A:B	.50	.37	1.1807
A:C	.50	.49	.0989
A:D	.50	.57	.8454
B:C	.37	.49	.9852
B:D	.37	.57	* 2.4661
C:D	.49	.57	1.1577

* Significant at the .05% level of confidence

**Significant at the .01% level of confidence

TABLE II
SIGNIFICANCE OF DIFFERENCE AMONG MEANS AS TO
CAMPERS' SELF CONCEPT AFTER CAMP

Camps	M_1	M_2	"t"
A:B	.58	.47	1.1482
A:C	.58	.54	.3964
A:D	.58	.55	.2825
B:C	.47	.54	.8949
B:D	.47	.55	1.006
C:D	.54	.55	.1198

- b. Camp A:Camp C
- c. Camp A:Camp D
- d. Camp B:Camp C
- e. Camp B:Camp D
- f. Camp C:Camp D

The hypothesis was found tenable in all comparisons. Data for this material appears in Table III.

For the next group of null hypotheses that were formulated, Fisher's "t" for small correlated groups was used to measure significance of difference. Levels of confidence were obtained from the table in Garrett. (6:182,3) Relationships significant at the .05% level or above were considered sufficient to reject the null hypothesis as untenable.

4. There is no change in campers' concept of ideal self after an eight week camping session.

- a. Camp A
- b. Camp B
- c. Camp C
- d. Camp D
- e. All camps together

The hypothesis was not found tenable at the .01% level of statistical confidence in each of the above cases. Data appear in Table IV.

5. There is no change in campers' concept of real self after an eight week camping session.

TABLE III
SIGNIFICANCE OF DIFFERENCE OF MEANS BETWEEN CAMPS
AS TO AMOUNT OF CHANGE IN CAMPERS' SELF CONCEPT

Camps	M_1	M_2	"t"
A:B	.16	.18	.3795
A:C	.16	.10	1.3953
A:D	.16	.14	.3883
B:C	.18	.10	.6803
B:D	.18	.14	.9259
C:D	.10	.14	1.1019

TABLE IV
SIGNIFICANCE OF DIFFERENCE OF MEANS
WITH REGARD TO CHANGE OF CAMPERS'
CONCEPT OF IDEAL SELF AFTER AN
EIGHT WEEK CAMP SESSION

Camps	Md	"t"
A	.58	**11.58
B	.76	**15.74
C	.65	**17.02
D	.59	**11.39
All camps	.65	**26.32

** .01% level of confidence

- a. Camp A
- b. Camp B
- c. Camp C
- d. Camp D
- e. All camps together

The hypothesis was not found tenable at the .01% level of statistical confidence in each of the above cases. Data appears in Table V.

6. There is no change in campers' self-concept after an eight week camping session.

- a. Camp A
- b. Camp B
- c. Camp C
- d. Camp D
- e. All camps together

The hypothesis was not found tenable at the .01% level of statistical confidence in each of the above cases. Data appears in Table VI.

It then seemed important to ascertain whether or not the change had a directional significance with relation to the discrepancy between self and ideal in terms of distance. Fisher's "t" for small uncorrelated groups was again used to determine significance of difference between change that widened the self-ideal discrepancy and change that narrowed the self-ideal discrepancy. The null hypothesis was:

7. The change that occurred in self-concept after

TABLE V
SIGNIFICANCE OF DIFFERENCE OF MEANS
WITH REGARD TO CHANGE OF CAMPERS'
CONCEPT OF REAL SELF AFTER AN
EIGHT WEEK CAMP SESSION

CAMP	Md	"t"
A	.63	**11.95
B	.78	**23.71
C	.64	**16.20
D	.64	** 6.71
All camps	.68	**32.38

** .01% level of confidence

TABLE VI
SIGNIFICANCE OF DIFFERENCE OF MEANS WITH
REGARD TO CHANGE OF CAMPERS' SELF
CONCEPT AFTER AN EIGHT

WEEK CAMP SESSION				
CAMP	Md	M ₁	M ₂	"t"
A	.16	.50	.58	**4.3360
B	.18	.37	.47	**5.7324
C	.10	.49	.54	**5.5248
D	.14	.57	.55	**4.9648
All camps	.14	.48	.53	**9.33

** .01% level of confidence

eight weeks of camp did not necessarily narrow the discrepancy between self and ideal more often than widen it.

- a. Camp A
- b. Camp B
- c. Camp C
- d. Camp D
- e. All camps together

The hypothesis was found tenable in all cases except when all camps were considered together. When all the camps were taken into consideration together, the hypothesis was found untenable at the .01% level of statistical confidence. Data for these comparisons appears in Table VII.

TABLE VII
SIGNIFICANCE OF DIFFERENCE BETWEEN NARROWING AND
WIDENING DISCREPANCIES IN SELF-IDEAL AS A RESULT
OF A CHANGE IN SELF CONCEPT

CAMP	M ₁	M ₂	"t"
A	.50	.58	.3728
B	.37	.47	1.6975
C	.49	.54	.7282
D	.57	.55	.6369
All camps	.48	.53	**2.9762

** .01% level of confidence

CHAPTER V

INTERPRETATION OF DATA

An analysis of the data has shown that no significant statistical difference could be indicated in the following instances:

1. The self concepts of the campers were generally no different at one camp than at another, either before or after camp. The only exception was that before camp, the campers at Camp B had a statistically significantly different self-concept than the campers at Camp D. The discrepancies between self and ideal of campers at Camp B were wider than those of campers at Camp D. Variables are too numerous for the investigator to attempt an explanation for the difference in the self-concept of campers at the start of the study. However, it may be noted that Camp B was a small, rustic, predominately Christian camp, while Camp D was a large, rather lavish, predominately Jewish camp.

2. The campers at one camp did not significantly change their concepts of self any more than at any other camp. This seems to indicate that the change which occurred was due to situations, people, and programs inherent in all the camps used in the study. The four camps differed mainly in size and facilities; the program was generally similar,

and all campers resided at camp for the full eight weeks. The four camps used in this study did not seem to have a significantly different effect on their campers with regard to changing self-concept.

A statistically significant difference was found to exist in the following instances:

1. The study showed a significant difference in the campers' self-concepts after eight weeks at camp. This happened significantly in each camp separately, and for all the subjects as a whole. The subjects in the four camps used in this study showed that their feelings about themselves had changed after their eight week stay at their respective camps. One may conclude that it was some part of their myriad experiences that occurred in that location for that period of time that changed the childrens' ideas about themselves. This does not suggest that such change might not have taken place had the child not been to camp.

2. In attempting to investigate the nature of the change in self-concept the researcher found that the campers as a total group changed both their concept of ideal self and their concept of real self as well as their total self concept, to a significant degree. An examination of the mean difference for the ideal and the mean difference for the real sort showed that the children in this study seemed to change their concept of ideal self to as great a degree as their concept of real self. Thus it becomes difficult to

ascertain the value in the change which narrows self-ideal discrepancy and the change which widens it. Nevertheless, the data showed that a general change in self-concept did occur after camping experience.

3. It was found to a significant degree that the type of change that occurred in the campers' self-concepts was one that narrowed the discrepancy between self and ideal. Generally speaking one could say that the subjects used in this study had become more satisfied with themselves and that they felt they were closer to what they would like to be than before. This could have been a result of the child changing either her ideal, her real self, or both. For example, if a child felt that being shy was like her, but not what she would wish ideally to be, she might feel at the end of camp that being shy had some merits too, and that although she still felt she was shy, her ideal of being outgoing and talkative had changed, making her not quite as dissatisfied with herself. On the other hand, this same child could change her concept of her real self. It would be possible that after camp she felt more outgoing and less shy, thus the change in her idea of her real self could also change her self-concept.

The researcher is fully aware of the many unique situations that could have caused significant change. The tests were not all given on the same dates at each camp due to differences in schedule and program. In some cases the

campers had to take the test just before or just after an important camp event. These and other factors may have had an effect **with** one group and not with another, thus making the camps seem more alike than they really were, or the factors may have been a normal part of camp routine and thus had little effect.

The fact that the campers at each camp, taken separately and together, changed self-concept to a significant degree regardless of differences in testing situations and regardless of the direction of change is the important finding in this study. Therefore, there seems to be some reason to suggest that a camping situation does cause psychological change in campers and alters self-concept. It is to be hoped that such alteration is positive in value.

CHAPTER VI

CRITIQUE AND SUGGESTIONS FOR FURTHER STUDY

The following problems which became apparent during the course of the study may or may not have had an effect on the results:

1. Many of the statements in Perkins' Q-sort were worded negatively such as "I do not like animals". (39) Negative statements are probably necessary in the test to help affect a normal curve of responses that are on the "NOT-ME" side of the answer sheet as well as on the "ME" side of the answer sheet. Nevertheless such statements were confusing to the children and some subjects had difficulty trying to re-word such a statement and place it in the proper column. The test administrator should take extra time to explain such negative statements carefully and give examples of how to answer.

2. Several of the children mixed up numbers on their score sheets, and the investigator was forced to eliminate several papers from the study as well as make assumptions on those papers where this was at all possible. Several trained helpers would have been of great assistance to the test administrator by circulating among the subjects and helping to check childrens' numbers on their answer sheets.

3. Reading the literature led the researcher to come to a false conclusion early in the study about the value judgements placed on the test of self-concept. It is difficult to say with any accuracy that childrens' self-concepts become any better or worse, more positive or more negative because of the complexity of meaning within the test. Only after a re-evaluation and examination of the test did the investigator fully realize that she could make no such statement as "Campers' self-concepts were better after an eight week session of camp."

4. The attempt to evaluate the differences between each of the camps proved difficult and could only be done objectively by what seemed to the writer to be superficial comparisons. So much of what makes a camp different is the spirit and the philosophy of its leaders. If differences between camps were to play a large part in a study, it might be necessary to have a panel of judges visit each camp and comment, or to have a statement of the director's philosophy.

Opportunities for investigation in the field of self-concept in physical education are vast and relatively uncharted. Only in the past eight to ten years have many studies been done which employ this exciting psychological concept. In the course of this study, the writer became aware of the many research projects that could be undertaken in relation to camping and self-concept alone. A few of these suggestions for further study follow.

1. A study could be done over a longer period of time in which subjects were taken from one camp only, their self-concepts tested before and after eight weeks of camp, and again after eight weeks at home. Then scores could be compared to observe whether the change (if any) that occurred at camp happened to as great a degree and in the same direction as it did after eight weeks at home.

2. It might be interesting to take children of different ages within one large camp and compare the change in self-concept of different age groups.

3. A study could be organized and carried out in depth at one camp where a greater attempt was made to determine what experiences in a child's life at camp might have an effect on his self-concept. A smaller number of subjects could be obtained, and careful note taken of everything they did and experienced at camp, followed by a more detailed analysis of the nature of the change (if any) in self-concept. A control group of similar children might also be used here.

CHAPTER VII

SUMMARY AND CONCLUSIONS

This study endeavored to ascertain whether there was any significant change in campers' self-concepts after an eight week session at camp and whether there was any difference in degree of change between different camps. Four camps were chosen with subjects from each totaling seventy-eight. Q sort methodology adapted for use with children by Perkins (39) was used as the tool to measure campers' self-concept.

The test was administered once at the opening of camp and once again just prior to the closing of camp. Answers were recorded on two separate answer sheets for each test, and then transferred by the investigator at a later date to a large score sheet which would accommodate the four answer sheets for each individual.

The use of a nomograph, constructed for this study, yielded correlation scores for each test. Fisher's "t" for small correlated groups was used to determine significance of difference of change in the subjects from Test I to Test II. Fisher's "t" for small uncorrelated groups was used to compare degrees of change between groups. Findings were as follows:

1. A significance of difference existed between Camps B and D as to campers' self-concept before camp. Campers at Camp B had a wider discrepancy between self and ideal than at Camp D. There was no difference in campers' self-concept either before or after camp between any of the other camps.

2. Although there was a significant change in campers' self-concepts in each of the camps after eight weeks of camp, the change was no greater in one camp than in another and the change did not assume a directional pattern.

3. The campers changed their concept of ideal self and their concept of real self as well as their total self-concept to a significant degree. There was about equal change in real and ideal self to effect the change in self-concept.

4. The change that occurred in campers' self-concepts narrowed to a significant degree the discrepancy between self and ideal rather than widening it. No camp's subjects narrowed the self-ideal discrepancy more than at any other camp. It should be emphasized that distance of change was the important factor.

A deep commitment to the psychological advantages of a good camping experience led the researcher to attempt to ascertain the benefits that could accrue with regard to self conceptualization from a directed outdoor living experience in a summer camp environment. We have long known through

observation that a camp situation can improve a child's physical health and capabilities, his skill in sports, and his ability to get along in a group. Equally as interesting yet far more elusive is the concept of what happens to a child's own estimation of himself after living in a situation which adults assume to be beneficial.

More and more psychological tests are being developed in which the individual judges himself rather than having others attempt to categorize his feelings for him. Q-sort methodology lends itself well to this type of testing, and is one important reason why the researcher chose this method to measure childrens' self-concept.

In this particular study testing showed a significant change in childrens' self-concept after an eight week stay at a residential camp. Though the investigator can not say with any degree of certainty that this was entirely due to the camp situation, or whether this change can be considered beneficial to the child or not, the fact that change which significantly narrows the self-ideal discrepancy occurred at all is a step on the way to uncovering exciting evidence regarding the results of a camping experience on children.

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APPENDIX A

Ruth V. Perkins
Institute for Child Study
University of Maryland

EXERCISES

1. I look on this side of things.
2. I consider a person a person I am.
3. I am a person, a person that I am.
4. I am not a person.
5. I can take a joke on myself.
6. I stand in front of a group.
7. I join in what the group is doing.
8. I am a leader.
9. I am a follower.
10. I am a person who is different from the kind other people are.
11. I do not like to be different.
12. I know my work is finished.
13. I don't like arithmetic.
14. I do not like school.
15. I get excited or nervous.
16. I am a person who is different from the kind other people are.
17. I draw pictures.
18. I am a person who is different from the kind other people are.
19. I feel that I am a person.
20. I am a person who is different from the kind other people are.
21. I am a person who is different from the kind other people are.
22. I am a person who is different from the kind other people are.

APPENDIX A

Hugh V. Perkins
Institute for Child Study
University of Maryland

Q-SORT STATEMENTS

1. I look on the bright side of things.
2. I understand the kind of a person I am.
3. I am a fast runner.
4. I am not neat.
5. I can take a joke on myself.
6. I cannot talk well in front of a group.
7. I join in doing what the group is doing.
8. I am a leader.
9. My clothes are different than the kind other people wear.
10. I do not like to make things.
11. I keep working until my work is finished.
12. I don't like arithmetic.
13. I do not like animals.
14. I get excited or upset easily.
15. Other people want me to tell them what to do.
16. I draw pictures.
17. I am unpopular.
18. I feel money is very important.
19. I am good in my school work.
20. I can jump well.
21. I can't seem to keep my mind on school work.
22. I have nice hair.

23. I am shy.
24. I do not like school.
25. I have poor health.
26. I do not have a good figure.
27. I have lots of energy.
28. I am not a good sport.
29. I have a brother or a sister that I don't like.
30. I am good looking.
31. I am hurt by criticism.
32. I cannot throw a ball well.
33. I dress so people will notice me.
34. I like reading.
35. I can take things apart and put them together again.
36. I wear bright colors.
37. My parents let me decide things for myself.
38. I like my parents.
39. I am clumsy.
40. I am weak.
41. I cannot make up my mind.
42. My parents expect too much of me.
43. I get places on time.
44. I am tall.
45. I do not like active games.
46. I am afraid to take chances.
47. I have confidence in my own abilities.
48. I watch and listen to TV and radio.

49. I take part in class discussions.

50. I am an unhappy person.

DIRECTIONS TO THE TEST ADMINISTRATOR

Selection of Campers:

The camp director may choose the campers in any way that is convenient. There should be campers between the ages of 12 years and 6 months and 14 years and 6 months chosen. Hopefully, there should be campers representing each age, but the numbers do not have to be exactly equal. All campers must be those who will remain at camp the full eight weeks.

When the director has given you the list of names of the campers who will participate in the study, alphabetize the names and number them consecutively. These numbers will be the code numbers. Keep one copy of this list with you in the packet of test materials, and one copy with the director. This will ensure having the same code numbers for the campers when they are retested in August.

Dates for Testing:

The first test should be as close to the beginning of camp as is possible and convenient - no later than July 10. The second test should be given after the competitive meets and as close to the end of camp as possible.

Administration of the Test:

The test can be given in any area that is convenient provided that each camper has plenty of room to spread out the cards in front of him. This can be done on the floor or on large tables such as in the dining hall. It will probably

be easier to give out and check the code numbers if the campers are seated alphabetically. The cards and the two score sheets can be placed on the tables ahead of time, or passed out after the children are seated - whichever seems easier to you.

The sheet of instructions for administering the test and for orienting the campers to the meaning of the test may be used as a guide or may be directly read to the camper, just as long as she fully understands what she is to do.

The questionnaires should be clipped together in one pile, the "Me-Not Me" (yellow) answer sheets clipped together in another pile, and the "Would-Would Not Like To Be" (white) answer sheets clipped together in a third pile so that all three are separated. As you collect each item, make sure that the camper has put the date and code number on each sheet. You can follow exactly the same procedure for the August test as you will for the July test.

Questionnaire and Data Sheets:

For the questionnaire each camper will fill in or check the spaces on the sheet in answer to the questions. This will be given just prior to the cards. (See the direction sheet for the administration of the test.)

The purpose of the camp data sheet is to obtain general information about the camp. You or any other qualified person may fill it in.

APPENDIX B

STATEMENT ORIENTING CAMPERS TO THE STUDY

DIRECTIONS FOR TAKING THE TEST

As you know, people have learned a lot of things in the last few hundred years. They have invented automobiles, airplanes, even jets and rockets. They have developed new wonder drugs and medicines which help to prevent sickness and make us live longer. Through scientific experiments men have learned a lot about many things.

But there is one thing that we haven't learned much about as yet -- and that one thing is how well people know themselves. We don't know as much as we should know about why people do some of the things they do, why they can't get along with each other without fighting and having wars. So we are beginning to study people just as scientifically as we study medicine and atomic energy. By studying something scientifically we mean collecting many facts about how it works in many situations and then studying and analyzing these facts. After we run enough scientific experiments on people, we may know how to help them be happier and live together with fewer wars and fights.

So I am going to ask you to take part in a scientific experiment - although it probably won't seem like that - to help us find out how well people know themselves.

To know the kind of person we are is pretty important,

especially when we have to decide what we are going to be when we grow up. The better each of us knows himself, the better one will be at making a great many decisions that we all have to make every day.

We really don't know very much about how well girls know themselves. So I am going to make a study to find this out. You can help me by doing some things I'll ask you to do as honestly and accurately as you can.

The plan is this: First I want you to fill out the answers to the questionnaire which I will pass out. (Pass out questionnaires.) I am going to give each one of you a code number instead of using your names. This is so you can feel perfectly free to answer the questions correctly. Listen carefully as I give you your numbers so that you will remember them. (Number them alphabetically as they are sitting.) Does everyone know their number? Now, place your code number on the top of this questionnaire in the space after the word "number." (Show them a sample questionnaire.) Now take the yellow and white sheets which you have. Place your code number on each of these sheets in the space after the word "number". Make sure that you place your number on all three sheets. Now, please fill in the answers to the questionnaire. When you are finished, raise your hand and I will collect your questionnaires. (As you collect these, please check to make sure that the code number is on all three sheets.)

Now I will want each one of you to sort into several piles 50 cards each with a sentence on it. I am going to give you each two packs of cards with rubber bands around them. Place the small pack of cards near the top of the desk (or table). There are 50 cards in the large pack. Take the rubber band off the large pack and look through the cards. Some of these sentences mention things we like; others mention things we might not like; it is the same way about ourselves. There are some things about ourselves that we like and there are other things that we don't like. If the sentence on the card describes you the way you are right now, put this card in a pile on the left side of your desk. Put it on the left pile even if it is something you don't like about yourself - it goes in the left hand pile if it says something that is like you. (Illustration.) If the sentence on the card is not you or not true of you as you are right now, place this card in a pile on the right side of your desk. If you are unsure whether this sentence describes you or someone else place the card in a middle pile. I want you to read each card carefully and place it in one of the three piles where you feel it belongs.

I would like you to sort these cards just as honestly as you can. Only you can do this job correctly, because you know yourself better than anyone else does. Remember, I am going to use code numbers for each of you instead of your name, so you can feel perfectly free in putting each card in

the pile where it belongs.

After you have sorted all 50 cards into three piles as I have directed, remain quietly in your seats until the others have finished. (Give them time to sort the cards into three piles.) If you have questions raise your hand and I'll come to you.

Now take the small pack of cards and spread them across the top of your desk like this. (Demonstrate.) Next, take the pile of cards at the left - those with the sentences that describe you as you are. Select from this pile the two sentences that best describe you the way you are now. Put these under the card marked "1". From this same pile at the left select five cards whose sentences are next best in describing you the way you are now. Place these five sentences under the card marked "2". Finally, select ten cards from those remaining that are next best in describing you. If you do not have ten cards left in your left hand pile go through the middle pile for sentences which best describe you. Be sure to put only ten cards under the card marked "3". If you have any left over put them in the center pile. The numbers in parentheses under the large numbers will remind you how many cards you should have under each of the column cards.

Now take the pile of cards that is your right hand pile. Go through and pick out two cards which most definitely do not describe you, the way you are now. Place

these two cards under column card "7". Next from this pile at the right choose the next five cards that do not describe you as you are right now. Put these under the column card marked "6". If you do not have ten cards in the pile at the right, check through the cards in the center pile for sentences that do not describe you. If you have any left over in the pile at the right, put them in the center pile. Put all the cards left in the center pile under the card marked "4". You should now have two cards under "1", five cards under "2", ten cards under "3", sixteen cards under "4", ten cards under "5", five cards under "6", and two cards under "7".

Now take the yellow sheet of paper which is your answer sheet. You will see that there are numbers I through VII at the top of it just like there are at the top of your desk. (Show them the answer sheet.) Pick up the two cards in the column under number "1" and write the numbers of those two cards under column I on your answer sheet. Now pick up all the cards under column "2" and write the numbers of these cards under column II on your answer sheet. Continue and do the same for columns "3" through "7" until you have picked up all your cards and marked their numbers on the answer sheet. When you are finished, raise your hand and I will come and collect your answer sheet. Leave the column cards where they are because we are not finished yet.

Now we are going to sort the cards into three piles

again. This time you will be deciding if the statements are things you would like to be or things you would not like to be. (Illustration.) First I would like you to sort the cards into three piles as you did before. In the left hand place the statements that are most like you as you would like to be. Even if the statement is not true of you, place it in the left hand pile if it is something you want to be. Place in the right hand pile all the cards that are least like you would want to be. If you are unsure whether or not you would like to be like a statement on the card, place it in the middle pile. After you have sorted the cards into three piles, wait quietly until all are finished. (Let all finish.)

Now take the pile of cards at the left and find the two cards that are most like you would want to be. Place these two cards in the column under number "1". Then take the five cards that are next in your judgement of how you would want to be and place them under column number "2", just as you did the last time. Continue in this manner, as you did before, until the correct number of cards are under each column. When you are finished, wait quietly until everyone is through. The numbers marked in parentheses under each column will remind you how many cards go under each column. (Wait until all are finished.)

Now take the white sheet of paper which is your second answer sheet. You will see that this answer sheet is

set up just like the yellow one you used before. Pick up the two cards in column number "1" on your left and write down the number of those cards on your answer sheet under column number I. Then pick up the cards in column "2" and write the numbers of those cards under column II on the answer sheet. Continue until you have picked up and recorded the numbers of all your cards. When you are finished, raise your hand and I will collect your answer sheets. Please put the 50 statement cards in a pile and place the rubber band around them. Pick up the column cards and place a rubber band around them also. (When all are finished, thank them, tell them you will be back at the end of the summer to test them once more, and excuse them) (39)

THANK YOU!!

APPENDIX C

CAMP DATA SHEET

Date _____

Name of Camp: _____Address of Camp: _____Director: _____Enrollment: _____Tuition for Eight Weeks: _____Average Age of Counselors: _____Emphasis on Skill Attainment: Strong___ Medium___ Little___Living Situation: ___Cabins ___Tents ___Running water in cabins

___Electricity in tents or cabins

Competition:

___With other camps (list activities)

___Within camp such as final tournaments (list activities)

ACA Certification:

___Yes ___No

Does the camp have hiking trips for longer
than a day?

___Yes ___No

Does the camp have canoe trips for longer
than a day?

___Yes ___No

APPENDIX D

Number _____

Date _____

CAMPER QUESTIONNAIRE

1. When were you born? (Birth Date) Give year, month, and day. _____
2. Home Address: _____
3. Father's Occupation: _____
4. Mother's Occupation: _____
5. Are both your parents living? _____ Yes _____ No
6. Are your parents living together? _____ Yes _____ No
7. Have you ever been to camp before this summer? _____ Yes _____ No
8. If yes, how many summers have you been to camp? _____
9. In what grade are you at school? _____
10. How many brothers and sisters do you have? _____ Brothers _____ Sisters
11. What do you like best about camp? _____

12. What do you like least about camp? _____

13. Do you think camp is fun? _____ Yes _____ No

TALLY OF THE CAMPER QUESTIONNAIRE

CAMP A - 14 subjects

Question

5. 13 answered "yes"
1 answered "no"
6. 13 answered "yes"
1 answered "no"
7. 13 answered "yes"
1 answered "no"
13. 12 answered "yes"
2 answered "no"
8. Subjects had been at camp for the following number of years:

<u>Subjects</u>	<u>Years</u>
1	0
2	1
1	2
2	3
4	4
2	5
2	6

9. Subjects were in the following grades at school:

<u>Subjects</u>	<u>Grades</u>
1	7
7	8
4	9
1	10
1	did not answer

CAMP B - 21 subjects

Question

5. 19 answered "yes"
2 answered "no"
6. 18 answered "yes"
3 answered "no"

TALLY OF THE CAMPER QUESTIONNAIRE

CAMP B (continued)

Question

7. all answered "yes"
13. 19 answered "yes"
2 answered "no"
8. Subjects had been at camp for the following number of years:

<u>Subjects</u>	<u>Years</u>
7	1
6	2
3	3
4	4
1	5

9. Subjects were in the following grades at school:

<u>Subjects</u>	<u>Grades</u>
2	7
17	8
2	9

CAMP C - 20 subjects

Question

5. 17 answered "yes"
3 answered "no"
6. 16 answered "yes"
4 answered "no"
7. 19 answered "yes"
1 answered "no"
13. All answered "yes"
8. Subjects had been at camp for the following number of years:

<u>Subjects</u>	<u>Years</u>
1	0

TALLY OF THE CAMPER QUESTIONNAIRE

CAMP C (continued)

0	1
1	2
3	3
4	4
6	5
3	6
2	7

9. Subjects were in the following grades at school:

<u>Subjects</u>	<u>Grade</u>
1	7
11	8
4	9
4	10

CAMP D - 23 subjects

Question

5. All answered "yes"
6. 21 answered "yes"
2 answered "no"
7. All answered "yes"
13. All answered "yes"
8. Subjects had been at camp for the following number of years:

<u>Subjects</u>	<u>Years</u>
1	2
3	3
3	4
9	5
4	6
2	7
1	8

9. Subjects were in the following grades at school:

TALLY OF THE CAMPER QUESTIONNAIRE

CAMP D (continued)

April 19, 1966

<u>Subjects</u>	<u>Grade</u>
14	8
9	9

Dear Dr. Varian:

As a part of my graduate program in the Department of Physical Education at the University of North Carolina at Greensboro, I am writing a thesis which relates to the educational value of camping. I am interested in trying to answer the question of whether or not camping has a significant effect on the self-concept of children. I am planning to administer a self-concept scale to a group of children who are going to camp and a group of children who are not going to camp. I am planning to administer the scale at the beginning and at the end of the camping experience. I am planning to administer the scale to a group of children who are going to camp and a group of children who are not going to camp. I am planning to administer the scale at the beginning and at the end of the camping experience.

In your study "The Effect of Camping on the Self-Concept of Children" you state that you are interested in the effect of camping on the self-concept of children. I am planning to administer a self-concept scale to a group of children who are going to camp and a group of children who are not going to camp. I am planning to administer the scale at the beginning and at the end of the camping experience. I am planning to administer the scale to a group of children who are going to camp and a group of children who are not going to camp. I am planning to administer the scale at the beginning and at the end of the camping experience.

I would be most grateful to have your permission to use your study. I am planning to administer the scale to a group of children who are going to camp and a group of children who are not going to camp. I am planning to administer the scale at the beginning and at the end of the camping experience. I am planning to administer the scale to a group of children who are going to camp and a group of children who are not going to camp. I am planning to administer the scale at the beginning and at the end of the camping experience.

Thank you for your consideration. I will be looking forward to hearing from you.

Sincerely,

DeWay Siew
Department of Physical
Education
University of North Carolina
at Greensboro
Greensboro, North Carolina

APPENDIX E

April 19, 1966

Dr. Hugh V. Perkins
Institute for Child Study
University of Maryland

Dear Dr. Perkins:

As a part of my graduate program in the Department of Physical Education at the University of North Carolina at Greensboro, I am writing a thesis which relates to the education values of camping. I am interested in trying to ascertain if an eight-week experience in a residential camp has any measurable effect on the self-concepts of children. I plan to explore this problem by personally administering a test of self-concept at the beginning and again at the end of the eight-week camping season and then comparing the results.

In your study "Teachers' and Peers' Perceptions of Childrens' Self-Concepts" published in volume 29 (1958) of Child Development, you used a "Q-sort" of self-referent statements that could be successfully administered to children as young as the fourth grade. Since the subjects whom I will be using will be from ages 12 to 14, I feel that the statements which you have developed would be especially useful in my study.

I would be most grateful to have your permission to use your test. I would plan to administer it to approximately 250 campers. If this meets with your approval, I would appreciate information as to where I may obtain the testing material.

Thank you for your consideration. I will be looking forward to hearing from you.

Sincerely,

Betsy Sise
Department of Physical
Education
University of North Carolina
at Greensboro
Greensboro, North Carolina

April 29, 1966

Miss Betsy Sise
Department of Health, Physical Education, and Recreation
The University of North Carolina at Greensboro
Greensboro, North Carolina

Dear Miss Sise:

Thank you for your inquiry regarding the possible use of the Self-sort instrument for a study of students' self-concepts which you are planning. I am enclosing a copy of the materials which describe the administration and analysis of the Q-sort. You will note that the Q-sort may be administered using individual cards with each of the 50 statements on a separate card, or it can be administered without the use of cards. My only experience is using the cards. You have my permission to use my Q-sort if you find it useful for your purposes.

I am enclosing a copy of a Q-sort which Dr. Mary Engel of the Menninger Foundation developed for use with junior and senior high school students in the event this would prove more suitable for your study than my instrument.

Best wishes for the success of your study! I would be interested in learning of your findings if you would care to send me a copy.

Sincerely yours,

Hugh V. Perkins
Professor of Education
Institute for Child Study
University of Maryland
College Park, Maryland

Encls.

May 3, 1966

Dr. Hugh V. Perkins
Professor of Education
University of Maryland
College Park, Maryland

Dear Dr. Perkins:

Thank you for your letter of April 29 in answer to my request for permission to use the self concept statements which you have developed. I certainly do appreciate the interest you have taken in my study and the time you spent in sending me the materials both from your study and from that of Dr. Mary Engel.

Your orientation statement to the children and the directions for the administration of the test will prove particularly helpful to me. I will be conducting the testing once in late June and once again in late August. Hopefully my thesis will be completed by December of 1966 and I will then be glad to send you a copy of my findings.

My sincere thanks again for your help and encouragement!

Sincerely yours,

Betsy Sise
Department of Physical
Education
University of North Carolina
at Greensboro
Greensboro, North Carolina

March 4, 1966

Dear _____:

As a part of my graduate program in the Department of Physical Education at the University of North Carolina at Greensboro, I am writing a thesis which relates to the educational values of camping. My experience as a counselor has fostered my interest in the apparent growth of campers toward confidence and self-reliance. I have always felt that a summer in a camp situation can be a vital and positive force in a child's quest for self-understanding. I am now interested in trying to discover whether this impression is just a feeling or whether camping really does have a measurable effect on the child.

I plan to explore this problem by personally administering a test of self-concept at the beginning and again at the end of the eight week camping season and then comparing the results. The test will be a paper and pencil type test and should not take more than an hour of the camper's time. The scores will be used in a group fashion to indicate general trends, and no individual scores will be analyzed or published. I would appreciate it if you would allow me to conduct this test with some of your campers. If you would be willing to participate in this study, please check the enclosed self-addressed post card and return it to me. I will send you then more details concerning the procedure. Thank you very much for any consideration you will give this request.

Sincerely,

Betsy Sise

Celeste Ulrich
Associate Professor
Thesis Advisor

May 23, 1966

Dear _____:

I have received your post card and appreciate your willingness to co-operate in my study on self-concept and camping. I am now in the process of organizing the testing materials for the first test in July. I will be arriving at Camp Mudjekeewis around June 17th and will contact you at that time to set a convenient time when I may administer the test.

The test will involve 25 eight week campers between the ages of 12.6 and 14.6 years of age. You may choose them in any way that is convenient for you. I will bring all the testing materials and will administer the test myself, so you will not need to spend any of your valuable time on this matter.

I will be looking forward to seeing you late in June.

Sincerely,

Betsy Sise
Department of Physical
Education
University of North Carolina
at Greensboro
Greensboro, North Carolina

October 2, 1966

Dear _____:

A sincere (if long overdue) thank you for your interest and co-operation this summer regarding the testing for my thesis study on camping. I realize how difficult it is as a director to plan extra time in a busy camp program for testing.

I am now in the long and tedious process of computing the data obtained in four different camps. As soon as I am able, I will send you a summary of the results.

Many thanks again for allowing me to use Navarac in my study. I join you in looking forward to another wonderful summer of camping!

Sincerely yours,

Betsy Sise
Department of Health, Physical
Education and Recreation
University of North Carolina
at Greensboro
Greensboro, North Carolina

APPENDIX F

RAW DATA

SELF-CONCEPT TEST SCORES

<u>Subject</u>	<u>Test I</u>	<u>Test II</u>	<u>Subject</u>	<u>Test I</u>	<u>Test II</u>
1	.45	.59	22	.64	.75
2	.71	.37	23	.61	.20
3	.62	.70	24	.27	.30
4	.27	-.21	25	-.22	-.21
5	.56	.76	26	.67	.88
6	.66	.64	27	.54	.66
7	.32	.12	28	.19	.47
8	.82	.81	29	.42	.37
9	.79	.78	30	.37	.43
10	.86	.86	31	.45	.37
11	.50	.45	32	.72	.56
12	.54	.52	33	.69	.68
13	.51	.68	34	.69	.85
14	.72	.80	35	.54	.46
15	.53	.60	36	.45	.64
16	.37	.37	37	.73	.62
17	.75	.84	38	.84	.87
18	.55	.74	39	.58	.63
19	.40	.10	40	.54	.55
20	.78	.75	41	.70	.71
21	.21	.38	42	.06	.26

MEAN DIFFERENCES BETWEEN REAL SORT
ON TEST I AND REAL SORT ON TEST II

<u>Subject</u>	<u>Mean Difference</u>	<u>Subject</u>	<u>Mean Difference</u>
1	.72	24	.60
2	.76	25	.96
3	.64	26	.60
4	.88	27	.80
5	.48	28	.64
6	.24	29	.60
7	.62	30	.82
8	.72	31	.86
9	.32	32	.86
10	.68	33	.52
11	.48	34	.88
12	.64	35	.88
13	.60	36	1.04
14	1.04	37	.76
15	1.08	38	.50
16	.96	39	.64
17	.96	40	.68
18	.84	41	.60
19	.88	42	.76
20	.68	43	.60
21	.72	44	.44
22	.72	45	.52
23	.56	46	.68

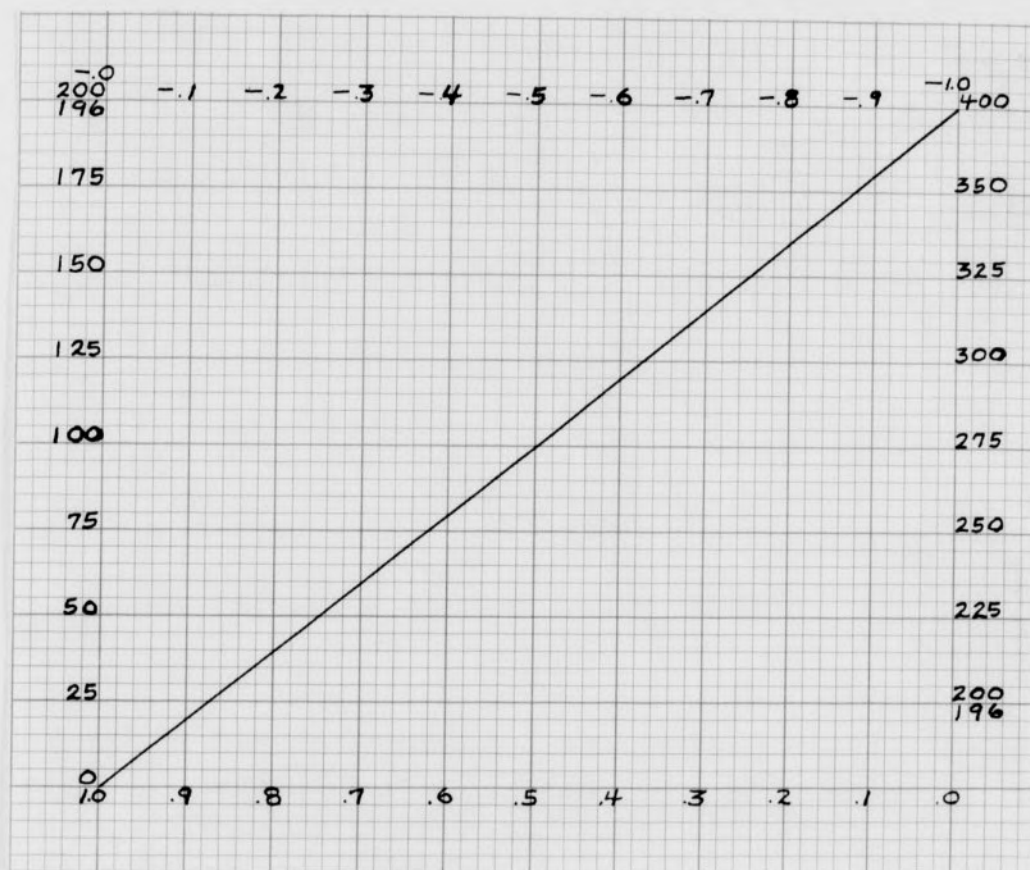
<u>Subject</u>	<u>Mean Difference</u>	<u>Subject</u>	<u>Mean Difference</u>
47	.72	72	.52
48	.88	73	.62
49	.52	74	.68
50	.28	75	.64
51	.56	76	.74
52	.48	77	.44
53	.76	78	.56
54	.88		
55	.52		
56	.72		
57	.76		
58	.36		
59	.64		
60	.60		
61	.78		
62	1.16		
63	.52		
64	.76		
65	.56		
66	.32		
67	.70		
68	.50		
69	.60		
70	.72		
71	.88		

MEAN DIFFERENCES BETWEEN IDEAL SORT ON TEST I
AND IDEAL SORT ON TEST II

<u>Subject</u>	<u>Mean Difference</u>	<u>Subject</u>	<u>Mean Difference</u>
1	.92	24	.92
2	.48	25	.72
3	.72	26	.40
4	.72	27	.86
5	.52	28	.40
6	.42	29	.94
7	.64	30	1.08
8	.90	31	.68
9	.34	32	.68
10	.56	33	.56
11	.48	34	1.00
12	.28	35	.82
13	.56	36	.68
14	.58	37	.38
15	.80	38	.44
16	.60	39	.82
17	.72	40	.80
18	1.04	41	.60
19	.70	42	.76
20	1.08	43	.40
21	.94	44	.72
22	.58	45	.56
23	.36	46	.64

<u>Subject</u>	<u>Mean Difference</u>	<u>Subject</u>	<u>Mean Difference</u>
47	1.00	72	.30
48	.78	73	.54
49	.52	74	.58
50	.64	75	.32
51	.92	76	.46
52	.56	77	.34
53	.76	78	.32
54	.52		
55	.48		
56	.48		
57	.48		
58	.36		
59	.91		
60	.84		
61	.72		
62	1.22		
63	.52		
64	.44		
65	.68		
66	.28		
67	.68		
68	.52		
69	.68		
70	.72		
71	1.06		

APPENDIX G



Nomograph